

McGILL DAILY

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3 CENTS

Graduates' union asks for minimum wage

by Larry Black

Graduate students are not adequately paid for the teaching and research work they do at universities, according to the Union Quebecoise des Gradues, an association which represents these students across the province.

At a meeting this weekend at the Ecole Polytechnique, a proposal was presented to Jacques Girard, assistant deputy minister of education to make monies available to graduate students by revising the bursary, loan and scholarship systems.

The Ministry was asked to guarantee a minimum annual wage of \$6,000 to those doing research, after a questionnaire sent out prior to the conference revealed that the average income for graduate students was \$3400 a year.

Girard and the deans representing the province's universities, however, refused to discuss the proposal, although

the students argued that the government-sponsored Rapport Martin supported their demands. The report, prepared by a professor at Laval University three years ago, favours defining a graduate student as a public service employee and recommends a minimum annual salary.

According to Nicole Boudreau, a McGill representative to the conference, the deans and government officials generally agreed if graduates were contributing to research, then their financial status ought to be improved to maintain the quality of the research. "But," she said, "whenever we attempted to pursue the issue of the Martin definition, we were told we were philosophizing."

One Université de Montréal professor admitted he used the graduate funding to hire technicians to do research work. Yves Fabien, another McGill delegate, said afterwards "This is ridiculous. Why should so much confidence be placed on

technicians who are only in the labs from nine to five when we are there until late at night? We are qualified, yet our research is not recognized."

The graduate students hope to strengthen their position by uniting with graduates from other provinces, but as yet there are no comparable graduate student organizations outside Quebec.

"There is the Canadian Union of Graduate Students (CUGS) but they are not well organized in terms of communication" Boudreau said. "In the western provinces, this group is discussing full unionization. However, we are not at that stage yet."

Boudreau said the meeting was "disastrous in terms of trying to promote our principles." The Union will meet again this Saturday to discuss new strategy for negotiating with the Ministry. "It will involve more specific recommendations which we present at our next meeting in May."



Howard Karel

Billy Riback emcees the Cabaret Theatre which opens tonight at 7:30.

Reviews

"Come to the Cabaret"

by Mark Walters

Cabaret Theatre will return to McGill for three days of entertainment beginning today. The last show, held at Gardner Hall, "was a tremendous success," said Henry Rendall, founder and coordinator of the theatre.

Each show will consist of about ten routines including comedy acts, barroom piano, bluegrass and folk music, and several other varieties of entertainment.

MC Billy Riback and pianist Gerry Stober will provide music and ad lib comedy between acts.

Most of talent appearing in the upcoming show has been drawn from McGill students. "The biggest difficulty in exploring student talent," Rendall says, "is the lack of a central location for auditioning. In the future we hope to establish a place where a student can come and audition

any time."

Rendall says the Cabaret Theatre was established with two aims in mind. "First we want to provide an entertaining theatre for Montreal, not intellectual theatre. In time we hope to become an event to which people can come every weekend just to sit and relax. Also, we want to provide an outlet for artists of creditable talent. If someone has written a play, song, or comedy act, we want to give him or her a chance to present it."

While the first two shows will have been held at the student residences, Rendall is seeking a permanent location for the theatre, preferably in Old Montreal.

The theatre will be held at 3905 University Street in the McConnell Hall Common Room. One show will be held tonight at 7:30 and 8:00 and at 10:30 on Friday and Saturday.

Senate: closed session

by Larry Black

Senate decided yesterday to hold part of its March 12 meeting on the future of the university behind closed doors.

The motion came from Economics professor Antal Deutsch, who submitted that

the meeting might involve discussion on "sensitive subjects" that might be distorted by the press. "The daily newspapers did such a good job reporting on the Centre for Regulated Industry recently that perhaps we should attempt to obstruct them."

Vice-Principal Eigil Pedersen (Academic) agreed, suggesting that the meeting might concern "wild imaginative ideas on the part of participants which might be reported as serious."

A student representative suggested that discussion of the future of the university would be of interest to all of the university, that there was no need for scheduled in camera

session.

Vice-Principal Leo Yaffe (Administration) however, supported Deutsch's motion. "What would be discussed would be how the university should react to a difficult budget situation, which could quite possibly affect sister institutions."

The motion was carried by a narrow majority, 25 to 23.

Discussion on the Centre for Regulated Industry, which was scheduled for yesterday's meeting was postponed because there was no longer quorum once budget discussion had ended.

Senate will hold a meeting Wednesday, March 5 to continue discussion of the budget.

THIS WEEK:

Community-action groups



NEXT WEEK:

Student Unionism



Daily Elections Today

Everyone who considers himself or herself a Daily staffer should come down to the Daily today to affirm that he or she is registered to vote. Elections are today at 5 pm in Union B26-27. Advance polls are being held today from 12-2 pm in the Daily office for those who can't be present this evening.

2 bagels & cream cheeseor
sandwichtea or coffee
soup & cake**all for 65¢****TUES. & THURS. 5-7 P.M.**

Hillel

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Social Dance Night

Open to McGill students only. Thursday, February 27 at 7:30 p.m. in Gym 1 of the Currie Gyms. We will waltz, rock & roll, cha-cha, polka and lots more.

Bring a partner and some friends.

Footwear—socks or appropriate gym shoes only.



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JOBS

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Wanted: Portuguese lessons in exchange for pay or German lessons. Call 522-6431. Let it ring a while.

LOST

WANTED-DEAD OR ALIVE: \$10,000 reward for capture of cowboy boots lifted from gym. Monday. Leave boots or ransom note with Women's locker attendant, or call 845-0884.

MISCELLANEOUS

Join us for a weekly celebration of the Eucharist. Simple, contemporary Anglican Liturgy. Every Fri. 1:00 Yellow Door Coffee House, second floor. Info: 392-4947.

Feb. 25 to Mar. 1—UNCLE VANYA by Anton Chekhov at the Monument National, 1182 St. Lawrence Blvd., Montreal. 8:30 pm. **FREE admission.**

MOVING? Graduate student-trucks available, efficiency and reliability absolutely guaranteed, book now for April, move anything-low rates, Tim 481-6385.

"El Cheapo" lunches, Mon.-Fri. 12-2, Yellow Door Coffee House, 3625 Aylmer, 392-4947.

Fri. Feb. 28, La Bonne Annee in L132, 7 & 9:30 P.M.; Did you know? Sometimes a Great Notion is an adaptation of a Ken Kesey novel; Sat. Mar. 1, in Union Ballroom, 7 & 9:30 P.M. — 75 cents. Info. MFS 392-8934.

S*P*L*A*S*H*P*A*R*T*Y: Saturday, March 1, at Cote Ste. Luc "Y", (5700 Kellert Rd.), swim, dance & a wild 50's Beach film—\$1 admission.

For all kinds of moving jobs please call 937-8702 any time.

PERSONAL

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Minimum requirements — 19 years old, interested in working with people.

Contact Tony de Sousa or Lucy Beaudoin — 283-4411
McGill Placement Office.

ARTS & SCIENCE STUDENTS!

Pick up your verification letter Monday to Friday, February 24 to 28, 9 a.m. to 5 p.m.:

- on the ground floor of Dawson Hall if you are an E2 or U1 student.
- inside the main entrance to the Arts Building if you are a U2, U3, visiting or special student.

Draft dodger fights amnesty program

The defeat of President Ford's punitive "clemency" program is being celebrated by exiled war resisters in Canada, Sweden, England, France and other countries, said former Green Beret Gerald Condon in an interview with the Guardian last week.

Condon faces arrest at any rate, since he avoided a 10-year sentence in 1968 for refusing to go to Vietnam by fleeing to Sweden and then to Canada. Condon returned from Canada to the US secretly last week and is now planning a cross-country tour to publicize the demands of exiles, underground deserters and resisters for full, universal and unconditional amnesty.

Since the "clemency" program expired on Jan. 31 (it has been extended another month) official figures show that only six per cent of those eligible have agreed to sign the required pledge of allegiance and work for two years in low-paid service work in order to "atone" for their opposition to the war.

Even the dismal six per cent figure, obtained only after a rather deceptive publicity barrage, is inflated. The correct figure is nearer to three per cent. The official figure is based on 8343 applications for clemency out of 138,500 eligible draft resisters, deserters and convicted civilian and military personnel. Not counted are some 475,000 out of 600,000 veterans with less-than-honourable discharges who are not eligible for "clemency."

This group, which includes the highest percentage of veterans from the working class and oppressed nationalities, in most cases is not eligible for GI benefits and is denied even the jobs available at low pay because of the stigma: "less-than-honourable."

Broad campaign set

Condon, an editor of Amex/-Canada and a leader of the Toronto American Exile Association, told the Guardian that exiled war resisters are making a major effort to secure the co-operation of all groups in the US in the struggle to gain full rights and benefits for veterans. "In addition to coming to the US to fight Ford's attempts to legitimize punishment as clemency," he told the Guardian, "I'm going to expose the administration's propaganda



Ex-Green Beret Gerald Condon.

effort to prepare public opinion to coerce Congress to send \$522 million in aid to Thieu and Lon Nol."

Condon is in the US as a result of plans made by exiles to bring their message here personally—even at the risk of arrest. His trip to 10 cities was arranged by the National Council for Universal and Unconditional Amnesty (NCUUA), an umbrella amnesty organization with some 100 affiliates. The arrangements to meet with the Guardian were secret. If Condon had been arrested or if he is arrested before he completes his tour, his wife Sandy Rutherford will complete the tour.

Condon's father, once an anticommunist chief of detectives in San Mateo, California, sent his son to Roman Catholic schools. Condon studied for the priesthood and then enlisted in the elite Green Berets in 1967. But the great antiwar ferment in the country affected him and in 1968, after talking to returned veterans and thinking over the situation in Vietnam, Condon decided that the Vietnamese people were not the enemies of the American people.

"To oppose unjust war"

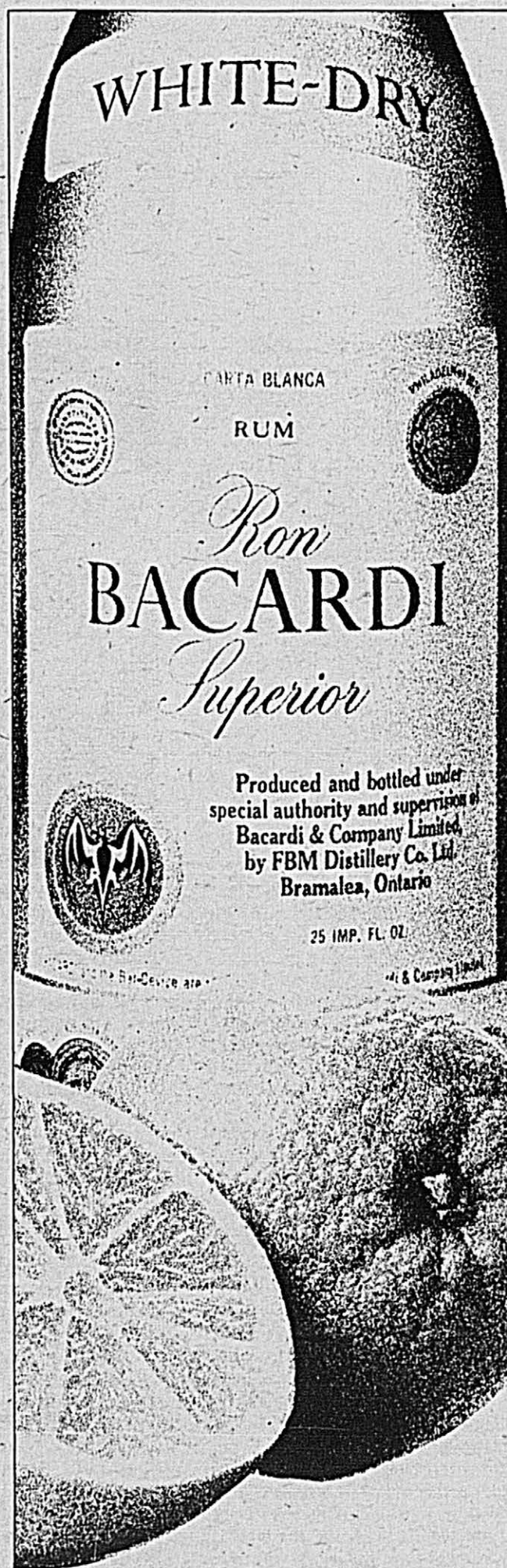
In his cross-country trip, Condon said: "I'm going to try to convince the American people that the very essence of amnesty is that Americans—all

people—have the democratic right to oppose unjust wars; and that the war in Vietnam is unjust. It is not fought in the interest of the American people but only in the interest of those who own and control the corporations and the banks."

As for the millions of Americans who actively opposed the war, Condon said: "I think they have played an extremely important role in raising people's consciousness... It is important for them to continue in all antiwar efforts and to end US aid to the dictators in Saigon and Phnom Penh. I also believe it is their responsibility to work for amnesty because support for the resisters is due them and because it helps to unify the struggle against US intervention in Indochina. Both efforts must be intertwined at all times."

Meanwhile, NCUUA will continue its efforts to "expose the phony Ford clemency program and will increase its activities toward total amnesty," while the Vietnam Veterans Against the War/Winter Soldier Organization concentrates on the question of restoring the rights of the 600,000 veterans with less-than-honourable discharges.

This article is reprinted from the Guardian, an American newsweekly. [Feb. 12, 1975].



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Parent aides in The rise and fall

by the Pointe Improvement of Education Committee [PIEC]

The Education Committee of Pointe St. Charles, a low income area of Montreal, grew out of the work of some English-speaking parents in a group called P.I.E.C. (Pointe Improvement of Education Committee, see This Magazine, v.6, n.2). These parents had children in the three elementary schools in the Pointe and in the two high schools serving the area, situated some four miles away. The Education Committee is now working in conjunction with the Pointe Action Citizens Council, a co-ordinating group of representatives from various street associations in Pointe St. Charles which began about two and a half years ago. There are 19,000 people in Pointe St. Charles — 60 per cent French-speaking, 40 per cent English-speaking. The average individual income in the area is somewhere between \$4500 and \$5000. The Education Committee is based at the Pointe St. Charles Community Clinic, 565 Dublin St., Montreal.

Parents decide to have some input

This article is about the fight by a group of parents to have teacher aides in our schools, how the school board undermined the project, and where do we go from here.

What happened to us is a small case study of what often happens to people pushing for educational reforms.

When (in 1970) some of the parents in Pointe St. Charles found out that our children were at least 2 to 3 years behind in reading and arithmetic we did 3 things: (i) tried to let other parents know the facts about their children's education, (ii) formed an organization of parents and some teachers who were concerned about the situation, (iii) through that organization (Pointe Improvement of Education Committee) started to pressure the school boards to make some minimum changes. One of these changes was to have parents as paid teacher aides so that the children would have someone of their own class and community to bring the working class world of their district into the upper class world of the school and to give more adult attention to each child.



Montreal Catholic School Commissioner Michael McDonald speaks to members of the Improvement of Education Committee.

Parents called naive, uninformed, radical agitators

When members of Pointe Improvement of Education Committee first went to the director of the Protestant School Board of Greater Montreal and the Director of English Studies at the Catholic School Commission they were treated much like children who were speaking out of turn. The Board officials showed an attitude of disrespect for the parents, who didn't have much education and therefore couldn't know what they were talking about when discussing schools. "Only professional educators can understand school problems and suggest changes. The parents," officials went on, "don't really know what the 'educators' are doing to improve the inner-city schools." They told the parents that they were naive to think that anything more could be done to change the schools.

The officials said that the parents were exaggerating the problems and felt that the teacher aides then working as volunteers or for a very small allowance in the pre-kindergartens and kindergartens were all that was needed. Even if the aides would be useful in the other grades, the Board would simply not have enough

money and would not consider taking it from other parts of their budget. When the parents continued to press for aides, the officials began to call them nuisances, trouble-makers and radical agitators.

Eighty parents band together

The parents weren't going to put up with the brush-off they'd received. P.I.E.C. contacted others in our own community (Pte St. Charles) and in other working class districts and had a city-wide meeting to decide the next step. Following that meeting about 80 parents representing 4 different groups — parents in Verdun, Centre-city, Little Burgundy and the Pointe — went to the next Protestant School Board of Greater Montreal (P.S.B.G.M.) meeting.

The parent spokesmen pressed for a special meeting with the Board to negotiate seriously the parent demands instead of dismissing them as insignificant requests by uneducated parents who didn't know any better.

Police oust parents after occupation

In February 1972, P.I.E.C. and the other parent action groups began preparing to go to a meeting of the P.S.B.G.M. once again. Since the Board was using the excuse that they could not get extra funds from the Department of Education to pay for the aides' salaries, the parents decided to force the Board to go to the Minister of Education with the parent group and the teachers' association.

In March the parents attended the regular board meeting and presented a brief pinpointing the lack of action on the part of the Board on the demand to which they had already agreed in principle in September '71. They said they would refer the brief to the ad hoc committee for further discussion.

When no further commitments were

made and the meeting was adjourned, the parents stayed in the room while the Board retired upstairs to their regular chamber for a closed meeting. When Board officials kept insisting that the parents leave, the parents said they would not do so without a written commitment that the Board would write the Minister of Education for an appointment with the 3-party delegation of Board-M.T.A.-Parents. The Board then called in the police to oust the parents and told them they had lost their chance to meet again with the ad hoc committee.

The police seemed surprised at the situation and rather hesitant to put out the parents. The officer in charge — a gentle-looking man in his late 40's — said that he was from Pointe St. Charles and his children too were having trouble with school!

Within a week the ad hoc committee met with a delegation from the parents, and drafted a letter for the Board to send to the Minister of Education asking for an appointment for the 3-party delegation. It was approved at the next Board meeting and sent to Quebec.

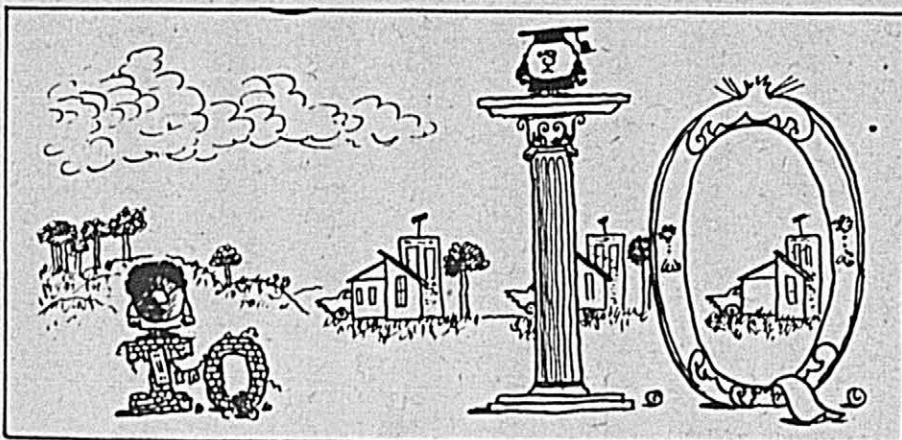
Board agrees to teacher aides

P.I.E.C. and the Board worked out a description of "teacher aide" and a rough outline of how parents would be selected for the training course. There were 3 schools designated to have a pilot project of teacher aides — 5 aides for each school. The selection was to be done by the principal of each school with a teacher and a parent present at the interviews to ask questions of the candidates and make comments about them after each interview. The principal, however, would make the final decision. Those selected would take the training, and if they responded satisfactorily to the training, they would automatically be chosen to work in the school in September.

The description of a teacher aide accepted by the Board was first worked out jointly by the teachers' association and PIEC. It made very clear the fact that aides were not to replace teachers and should not do the initial instructing of any subject matter, but that once the teacher had given a lesson the aide could supervise the children doing their assignments. She or he could also help arrange and clean up the classroom, do clerical work for the teacher (make dittos, etc.), do errands. It left it up to the teacher and the aide to decide together what the aide would do within these limits. Even though the teachers' association had been very careful to stipulate that aides were not to replace teachers in their teaching function, the definition left enough room for an aide to fulfil the P.I.E.C. educational objectives for aides, depending on the willingness of the teachers to whose classes they'd be assigned.

Teacher aide project undermined

Selection of course coordinator: The Board insisted that the coordinator of the



the classroom: 1 of a good idea

teacher aide training course be appointed by them. This allowed them to refuse all of the names P.I.E.C. suggested for the position. Instead the Board chose a former school principal who had not worked in an inner-city school. He had no idea what kind of training would be useful for teacher aides in working class schools.

Selection of candidates: Even though the Board had initially agreed to a parent and teacher representative each being present during the interviews to select aides it reversed its decision just before the selection. The principal did all the interviewing alone with no one to ask questions from a parent or teacher's point of view.

Another undermining aspect of the selection was that it discriminated against members of P.I.E.C. and thus eliminated parents who were the most informed about the possibilities for progressive teacher aide work. The principal of the school in Pointe St. Charles asked each candidate if she was a P.I.E.C. member. He chose only one P.I.E.C. member — probably as a token appeasement gesture.

Planning of course: The course planning was started very late — at the end of June — when many teachers had just gone away for the summer. There was very little consultation of teachers and no parent consultation in the planning. So none of the detailed course plan drawn up by P.I.E.C. was even considered.

Length of the course: Since the selection of the aides had to be done in August after the principals' holidays there was only one week left for the training before school opened. This was a far cry from the 3 month course originally proposed by P.I.E.C.

Content of the course: IRRELEVANCE: Instead of giving the aides ideas about how to help teachers understand the working class setting, how to adapt the curriculum to it and to supervise children in small groups, the aides were merely instructed how to use audio-visual machines that they didn't even have in their schools and how not to be a threat to teachers! The "resource people" for the training had not taught or lived in a working class district.

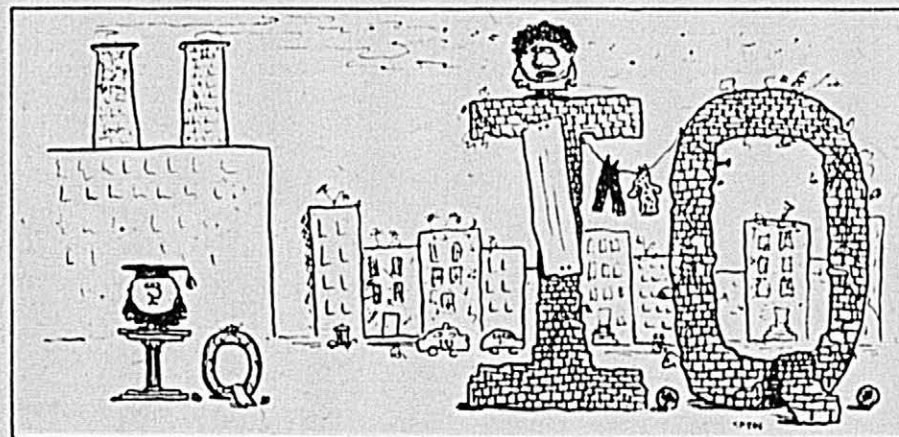
Salaries and job security: The pay determined by the Board is \$3 an hour for 5 hours a day, \$75 a week for a full 5 day week. However, when there is no school, aides are not paid for those days, nor when they are sick. This means that on weeks of snow storms, Christmas holidays, etc. aides get paid much less than \$75 or not at all, and never during the summer. Since they started in 1972, aides have not known until the very day school starts whether or not the project would be continued. For women who are single parents or whose husbands are unemployed, the low income and general insecurity make the job very unattractive. Some would do much better on welfare. These job conditions also cause aides to undervalue themselves and their work com-

pared to the rest of the school staff, reinforcing their lack of self-confidence vis-à-vis the teachers.

Choice of teacher-teacher aide teams: Teamwork in the classroom is key if teacher aides' potential is to be maximized. However, the possibility for good teamwork was lessened by 2 things. One, the aides and teachers had no say as to who would work with whom, and the aides could not even give a preference for lower or higher grade children. Aides were arbitrarily assigned to teachers even when an aide requested not to be with a certain teacher and a teacher requested not to be with a certain aide because of personality conflicts. They were forced to work together.

Job description: The job description was changed under the influence of the more conservative members of the teachers' association. It was stressed that the main duties of teacher aides should be clerical and cleaning tasks, running errands and setting up equipment.

This last point was a real blow to the few aides who had taken the initiative to be more than a clerical helper. One of them, for example, told us about a situation in which she had been able to bring something of the community into the classrooms. At lunch time there had been a fight in the school yard between two boys. The vice principal intervened and one of the 2 boys went home to get his father who then talked to the vice principal in the yard. Just then the bell rang and everyone had to return to class. The class to which this particular aide was assigned had a substitute teacher that day. She was having a hard time calming down the class. Most of the kids were talking about the fight or acting it out live between their desks. When the substitute had to leave the room temporarily the aide was left alone with the class. She told the kids: "O.K. if you're so excited about the fight let's use that as the topic for our writing period. What words will we need to know how to spell to write the story?" As she stood writing at the blackboard the pupils eagerly offered



words and she wrote them down: "fight", "school yard", "vice principal", "kicked", "hit", "bruise", "screamed", "father". ... Then they all started to write like mad. The boy who usually hated to write because he couldn't spell many words wrote 2 full pages of foolscap and eagerly asked the aide to correct all his spelling as he wanted it to be "perfect". The aide was excited by the big change in the children's motivation to learn to write when it was about something real and interesting for them.

Most teachers (who are not from working class backgrounds) have an aversion to physical expression of conflict. But the aide was from a non-intellectual setting in which physical expression of conflict is more common, and she didn't try to discourage the children from talking and writing about it.

Another day the same aide was supervising a group that had already been taught a lesson by the teacher and the teacher had started instructing another group. One of the children in the group told the aide, "We're the dummy group". The aide was a mother who was very sensitive to the tendency to put down inner-city children as being dumb and she realized the blow that that can be to their self-confidence and a hindrance to their ability to learn. She answered the child very firmly: "No children in Pointe St. Charles are dumb. You can all learn how to read and write and I'm here to help

make sure you do."

Unfortunately such use of teacher aides has been very rare. They spend much of their time using duplicating machines and tidying the classroom.

What next?

The experience we had in pressuring for a reform that ended up not being very effective has made us question why. We tried to find out more about the education system and the reason the reforms aimed at giving working class kids a better chance in school do not work out when the rest of the system is geared to failing them. We had discussions about the economic and political system and started to see that since our society is owned and controlled by a small number of very wealthy people, and the work is done by the majority, there is only room for a few well-educated people and the rest just need to be trained as docile workers. The upper class people who control the school system see no need to change this situation because they are quite happy with our economic system — they are profiting from it.

We have learned, through this struggle and others, that these upper class people will resist all efforts to give working class children self-confidence and pride both in themselves and in their people that is necessary for mastering basic tools for learning in Quebec — reading, writing, arithmetic, research skills, and French. They will always try to teach our children about the good life as it's represented by the life of the upper classes, so that the children may draw the conclusion that since they are different from that upper class they are not as good, that they are failures in the eyes of the world as it is presented to them.

We have learned that as long as the capitalist economic system stays, the school system will not change — it will not be run in the interest of working class children until it is controlled by the working class. And that will only happen when the whole society is run by the working majority. Until that time any little reforms that we can force school boards to do will probably be undermined in the way our teacher aide project was.

This article originally appeared in the Jan/Feb, 1975 issue of This Magazine.



Student members of PIEC demonstrate in front of the Westmount homes of Commissioners of Montreal Protestant School Board.

McGILL DAILY

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Letters

Correcting the facts

To the Daily:

I think I should point out several errors that appeared in Tuesday's Daily in the article about my recent acquittal of charges stemming from the anti-racist struggle at Sir George in 1969.

1) 97, not 94 persons were arrested at SGWU on February 11, 1969.

2) I was not subjected to "six years of RCMP harassment" but was interrogated once by the RCMP concerning my arrest and political convictions in relation to my application for Canadian citizenship. (I have yet to receive a reply to my application) It is correct that many of those arrested suffered considerable police harassment. For example, all citizens of other countries had their passports confiscated except for me—I am white. At present, about six persons who were convicted of the glorified trespassing charges only, are fighting deportation orders.

3) The deal to plead guilty to the lesser charge which was a major factor in liquidating much of the anti-racist struggle in the courts involved a fine of \$1,000 not \$100.

4) It is incorrect that "so much time had elapsed that the original charges against (me) were lost and no evidence was submitted" at my trial. The only "evidence" that ever existed against myself and in fact against the great majority of the

students is that we were arrested outside the computer centre.

I don't intend to be picky about details, but correct analysis can only be based on real facts.

Don McKay

Refusal to apologize shows arrogance

To the Daily:

I would like to add my name to the list of those demanding that you honor the request of Sachi Shimo-Takahara, on behalf of June Tanaka, for an apology for the irresponsible tactics used in the printing of her article (Canada's Concentration Camps). The question is not whether, in your opinion, Ms. Tanaka should or should not have felt insulted, the fact is that she was insulted, and editorial responsibility, and plain common decency demand that you swallow your pride and apologize immediately.

This is not the trivial matter that you seem to think it is. As far as I'm concerned, the Daily can continue to insult the intelligence of the McGill community all it wants to, but when Ms. Tanaka generously consents to share her experiences and her feelings with us, and you take it upon yourselves to misrepresent her opinions so that they appear to be more closely aligned with your own, it is time for people to stand up.

One would have thought that the staff of the Daily would have learned to temper their arrogance a bit after the Macdonald affair last semester, but apparently this isn't the case. If you continue in your refusal to apologize to Ms. Tanaka, then I believe the only course left open is for the students of McGill to demand the resignation of the present editor of the Daily.

Keith Nangle

Self-reliance is not 'reverse sexism'

To the Daily:

I take exception to David Cohen's attack on the Women's Union (and, obliquely, the Daily) printed in the letters column on Wednesday.

Cohen has little desire to seriously discuss his charges of sexism, and submitted the letter in order, I suppose, to make a point which escapes me but seems to be nothing more than to air his own pretentious prejudices.

Is the Women's Union engaging in discrimination by asking only female graphic artists to design their posters?

The answer depends on an understanding of the nature of discrimination practiced against women in this capitalist system. Not wanting to open that can of worms, especially in the limited space available here, I will mainly try to provide a couple of specific examples from the field of graphic design.

Every year, the art schools of North America produce hundreds of graduates with commercial art degrees. Interestingly enough, a majority of these graduates are women.

In the job market, however, the story is quite different. There are innumerable limits set on the professional advancement of women.

The great majority of art directors and studio managers are male. These are the highest-paid and most influential positions in the industry. Yet they are for the most part closed to women. Even the art directors of most of the "women's magazines" are male.

The commercial art industry is probably second only to the acting industry in the number of awards and recognitions of professional achievement granted every year. On the whole, the male practitioners in the field are most often recipients of these honours except, and this is most illuminating, in such specific areas as children's book illustration (where women are presumed to have greater expertise, although I am at a loss to say why).

The Women's Union position (with which I fully agree) reflects the necessity, at this particular historical moment, of women relying on their own skills. First, in order to sharpen those skills, and second, to put those skills to the service of the women's movement.

We can all look forward to the time when our skills as graphic designers can be put to the service of the people, regardless of our sex; but until then, there will be a need for each group to rely on its own resources.

I hope David Cohen will recognize that self-reliance in

the face of massive discrimination is not "reverse sexism" but a necessary response to the conditions prevailing today.

Bruce Campbell
BA U-2

MSM article distorts Green Paper

To the Daily:

I would like to take issue with the MSM's article "the Green Paper" which you published on Feb. 20.

Before I begin let me say that I feel awkward defending Trudeau's government but I feel the Green Paper is one of the few decent things they've done.

The major precepts of the article are: 1) That the Green Paper advocates limiting immigration from Asia, Africa, and Latin America because the prospective citizens are not white; and 2) That the government, as servant of the capitalists, wants to stir up racism among "the people".

Taking the second point first, it should be clear from historical precedent that government cannot foment racism but it can certainly prey on it. It cannot create what is not already there.

The Green Paper has one maxim. Immigration must be limited. The report offers four options as a starting point and its tone indicates, to me, that the government is concerned about racism in Canada. It seems to me that the government should be applauded for questioning that platitude about Canadian "liberalism and tolerance". The MSM article compares the government with those of the English, whose immigration policy is certainly racist, and the Swiss. In the case of the latter the authors might have confused the words migrant worker with immigrant worker. An understandable error, for a grade four reader. The Swiss have never welcomed immigrants, white or not.

It seems to me that the authors have deliberately misread the Green Paper's intentions. When the government says that our cities are dirty and crowded and will become dirtier and more crowded because most immigrants move into cities I do not understand this to mean that immigrants from Asia, Africa and Latin America are dirty and crowding as the MSM seems to.

The article is a hodge-podge of quotes from the Green Paper followed by the author's conclusions which in some cases don't match the quotes. They weren't even bright enough to quote out of context. The quotations and conclusions flow illogically and disjointedly, creating a masterpiece of double-think.

I thought the Green Paper

offered the pros and cons of the four options with no attempt to make a choice. Perhaps I have been hasty in accusing the MSM of deliberately misreading the Green Paper. Interpretation of its intent may be a matter of reading between the lines. In that case, the mind that reads racial foment and deportation of non-white immigrants between the lines of the Green Paper may itself be guilty of latent racism.

Steve Treiber

More on distorted headlines To the Daily:

In response to the letter of Jan. W. Weryho I would like to qualify a judgement I have made earlier in a letter to the Daily. I considered the Daily's treatment of an article by Mrs. June Tanaka of the evacuation of the Japanese people during World War II, as "a distasteful performance of ignorant, immature, distorted journalism." In his letter Jan W. Weryho (Daily, February 20,) seems bewildered by my anger because, as he writes, "The headlines and cartoon throw shame not on Canadians of Japanese origin but on the Canadian Government of the time and the Canadian white racists. I think racism deserves a good slap in the face." I will explain to Mr. Weryho my position.

I believed the Daily's actions to be ignorant in that their depiction of the internment camps was totally false. The connotation of "Concentration Camps" in association with World War II would be a far too extreme portrayal of the Japanese resettlement. The goal of the article was to present an unbiased and educative history of the resettlement and in this respect the article was distastefully distorted.

It is Mrs. Tanaka's belief that extremism can not be fought with extremism and that the hysterias of two opposing groups do not cancel but are destructively additive. For this reason her article took a mature and objective approach. The moderation exhibited however, clashed with the expectations of the Daily who were looking for a diatribe to conform to the tenor of their racial week. I considered their editorialization in the form of headings and cartoons to be immature in that they could not understand or respond to the maturity exhibited by the article. Mrs. Tanaka's article stressed social education as a cure to prejudice not social indoctrination. She also showed how exaggerated and biased journalism can be largely responsible for prejudicial misconception.

To Mr. Weryho of the Islamic

Continued on page 7

Today

English Department:
Film screening (free admission): "Breathless" by Godard. 3-5 pm in Leacock 219.
Middle East Study Group:
Discussion this week on the "Arabs in Israel" 8 pm, 3460 Stanley, 3rd floor.
History Department:
Professor Richard Pipes will speak on "Detente Through Soviet Eyes" 8 pm in Leacock 219.
Martial Arts Demonstration:
Jiu Jitsu, Aiki Jitsu, and Kempo Kitsu, in the Union ballroom. No time given; listen for cracking bones.

Forum:
Dr. A. M. Abu Hakimah, Inst. of Islamic Studies will speak on "A Recent Tour in Some Arabian Gulf States," at 4 pm in Leacock 12. Illustrated—all welcome.
Le Centre des Etudes Canadiennes-Françaises et L'AEFUM:
Recoirent le Professeur Guy Bouthillier du Département de Science Politique de l'Université de Montréal: "Canadiennes françaises et anglaises dans le monde de la justice au Québec." 27 février, 1400-1600 hres. Leacock, salle 230.
East Asian Studies:
Joseph Battat, a special student at McGill will lead a discussion on technology in China. All are welcome. 5 pm at 3434 McTavish.
Radio McGill:
Tomorrow morning at 9 am, listen to "The Land of Not" over CINO-FM 99.3 (Radio Centreville).
Skydiving Course:
Second course tonight, 6 pm in Union 123-24.

Transcendental Meditation:
Introductory lecture in Leacock 229 at 1 pm.
Anthropology Students' Association Film Series:
"Two Daughters," Bengali Director Satyajit Ray has won many international awards for his films on India. In Leacock 111, at 1 pm.
Elections Meeting:
Discussion on the role of Students' Society. Speaker: Larry Tansey, Presidential candidate. Union B26-27 at 12-2 pm and 7:30 pm.
Mr. Hugh Adamson, M.A.:
Will be speaking on "The Concept of Covenant in Some Major Religions." In Union 124, 1-3 pm.

What's What

PRE-MEDICAL SOCIETY
Dr. M. Lewis, Director of Cancer Research Unit, on "Cancer: the Immunological Approach." Monday, March 3 at 1 pm. Francis Seminar Room, fourth floor, McIntyre Medical Building.
M.O.C. SKITRIP
This Sunday, March 2, trip to Jay Peak. Lots of snow. Bus leaves Roddick Gates at 7 am. Tickets at Union box office—\$12.
ISLAMIC SOCIETY
Discussion group will meet on Saturday, March 1 in Leacock 830 at 3:30 pm. Mr. Rushdi will speak on the economic system in Islam.
STUDENT MEMBERS OF BIOLOGY ASSEMBLY
Please pick up ballot forms for referendum on new appointments. MBSU office, Stewart N 2/8.
MSSA
Winter outing at Beaver Lake. Toboggan provided. Bring own skates. March 2, 2 pm. Meet at Union.

Letters

Continued from page 6

Studies Library, I would suggest that he reconsider "that the hysterias of two opposing groups do not cancel but are destructively additive" in view of current world strife.

Steven Shimo-takahara
Med. 1

RVC forced to support political act

To the Daily:

The recent successful campaign to stop lettuce sales at the RVC cafeteria is another sobering example of the kind of "benevolent dictator" dailythink that the Daily itself opposed when it was used to argue that "Fascists do not have the right to speak."

The United Farmworkers have initiated a pressure campaign, in their own interest, against certain companies and individuals. Some people may support them, but some may oppose them. No cause is so good that no other view is possible. (Else there would be no need for a struggle at all.) If there is no lettuce on sale, these people are deprived of their right to this mode of political action—the very one the UFW thought right and just enough to use itself! What kind of "mass support"

can be seen in the decisions made by food chains and restaurants? What is said by refraining from an act one cannot perform?

Just as people have the right to initiate or support socio-political action, they must have the right to oppose it—if such rights died, it would be the progressives who would lose—for who do you think gets to pick who speaks then? The twenty thousand members of the CSD(CDTU) were reacting to this when they split from the CSN—their jobs were contingent on supporting an organization which had announced it was pursuing political goals they did not support.

At RVC, the situation for personal initiative is ideal—there is not even the problem of non-UFW lettuce "hidden" in salads people may want. RVC has a salad bar where one may pick and eat according to one's personal beliefs—and as lettuce consumption dropped, lettuce purchases dropped. Further campaigning might reduce this to zero. If it doesn't, then the people don't want it that way, and it shouldn't be forced upon them. Now we will have 250 girls who have already paid for their meals, and the Music building users, forced into a political act every time they eat whether they like it or not. That's sick.

On top of this lies the manner

in which the MFC conducted their "referendum". They moved in independently and ran the campaign and vote together, instead of placing it before the House Committee to run an impartial ballot. The people manning the ballot boxes were MFC, and high-pressure campaigning took place at and around the ballot tables: voters were also told they "should buy a button to support the cause" AT THE BALLOT BOX! The ballot was a UFW or, more likely, MFC statement which concluded, "... RVC should not sell (the items struck)..." and referred to them as "scab," a very pejorative term especially in an inter-union fight. That's a loaded question, not quite "Should RVC support the boycott by stopping sales." As a further insult, the ballot box was an open cardboard carton and comments were made to each person about their vote. Without impugning the honesty of the MFC, it remains that this procedure certainly did not guard it.

This travesty of both our rights and the process by which we allow them to be restricted must not be allowed to succeed. It remains up to the elected House Committee to act on this vote, which, being conducted by outsiders, cannot be considered binding. We must hope they will reject it and, if they do think such self-righteous thought-dictation should be

considered at all, conduct their own impartially-screened ballot.

Barry E. Weinbaum
Arts/Math U-3

Jewishness and Womanhood are rich concepts

To the Daily:

Your article "Palestinian cause justified," which quoted two speakers as saying that the Jews did not deserve a homeland because they are not a people prompted me to write a friend in Spain. I wrote about how North Americans cannot seem to understand non-Western ideas (i.e. the Jewish notion of the relationship between nation and religion). I also wrote that it is sad that Jews answer these articles. It is sad because a person should not have to answer such a calumny against himself. If someone accuses me of being a dog then there is no point in me arguing with him that in point of fact I am a human being because I don't have a tail and I do have fingers etc.

My friend wrote me back an extremely interesting response which should help those people who are so socialized in a non-Jewish culture that they cannot immerse themselves in a Jewish culture for even a moment and understand the question.

She compared Jewishness with womanhood and those who write that the Jews are only

a religious group with those who write that women are only mothers. It is impossible to deny that the Jewish religious group exists, as it is impossible to deny that mothers exist. This does not mean that all Jews must be believers or that all women must be mothers. Most important, it does not mean that the only valid existence of a Jew is as a religious Jew or that the only valid existence of a woman is as a mother. Motherhood is a part of the "personality" of women. The Jewish religion is a part of the "personality" of the Jews. These parts will play varying roles of importance in individual women and in individual Jews (in my case it plays almost no part).

"Jewishness" and "Womanhood" are very rich concepts. In order to understand their richness one cannot look solely at a part of the whole and pretend to understand the whole of these existences. Those who would deny the Jews their right to a normal national existence on the basis of "the Jews are not a people," are close cousins to those who would deny a woman equal rights. These reactionaries contend that women should stay in the kitchen and that Jews should stay in the synagogue.

Robert Gorelick,
U-3 History,
Political Science



Working Holiday in Britain

If you can work for 12 weeks and can leave for London in May, some jobs are still available in British Hotels.

Information and application forms available at The Student Information Centre (Union Building).

LEAVE completed applications at THE INFORMATION CENTRE—they will be picked up, processed, and returned. If your application was already mailed, better pick up a duplicate [in view of the mail strike] and make sure.

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